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ABSTRACT

This study was undertaken by the Asian Institute for Teacher Educators at Quezon City in the Philippines to discover current practices in assessing students in training and to determine their suitability for teaching. A questionnaire was prepared to cover four main areas: course subjects, practical teaching, co-curricular activities, and personal qualities, and responses were obtained from institutions in Burma, the Republic of China, India, Iran, Japan, the Republic of Korea, Malaysia, Nepal, the Philippines, and Thailand. The institutions selected had been designated Associated Institutions of the Quezon City Institute and the report does not claim to cover the total situation in any one country. No judgments are made on the various systems reported. Detailed results for each country are given under eight headings: 1) course subjects evaluated by final written examination; 2) course subjects not evaluated by final written examination; 3) course subjects not already treated, but evaluated at some stage by means other than a written examination; 4) practical teaching; 5) co-curricular activities; 6) personal qualities; 7) total evaluation of a student; and 8) additional information. (Related to SP 003 940, in this issue.) (MBM)

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ASIAN INSTITUTE FOR TEACHER EDUCATORS
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Quezon City, Philippines

EVALUATION PROCEDURES IN CERTAIN PRIMARY TEACHER TRAINING INSTITUTIONS IN ASIA

by

Raymond G. Bass

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

This study was undertaken as one of the activities of the Asian Institute for Teacher Educators, Quezon City. One of the three principal objects of the establishment of what was then known as the "Regional Centre for the Training of Teacher Educators in Asia" in terms of the Agreement between Unesco and the Government of the Philippines (signed in 1962) was "to undertake and promote research in the techniques of teacher training and teaching methods for primary schools."

On many occasions since then the topic of evaluation procedures employed in primary teacher training institutions had come up for consideration, but apart from certain material in Dr. E.A. Pires' monumental "Primary Teacher Training in Asia", 1/ written in 1962, there was no authoritative and comprehensive source of reference available in this field. It was felt that an outline of current practices in assessing students in training and determining their suitability for entry into the teaching profession would fill a gap in existing knowledge and be of value not only to scholars enrolled at the Institute (all of whom were closely connected in some way with primary teacher education in their respective countries) but also to educational bodies and institutions, which, by being made aware of divers practices carried on in the different countries, would be better able to assess the effectiveness of their own procedures, and plan accordingly.

The instrument employed to obtain the necessary information was a questionnaire constructed especially for the investigation. The approach was first to consider all likely areas of evaluation and then to lay down possible procedures within each area. On the premise that assessment could be carried out, not only of the students' work as a whole, but specifically within the four areas of (a) course subjects, (b) practical teaching, (c) co-curricular activities and (d) personal qualities, the questionnaire was constructed as shown on the next pages.

1/ Pires, E. A. Primary teacher training in Asia. Bangkok, Unesco, 1963. 271 p.

A. Course subjects evaluated by final written examination

1. Where final written examination is external;
2. Where final written examination is internal;
3. Where final written examination is partly external and partly internal.

B. Course subjects not evaluated by final written examination, but where written examinations serving a different purpose are employed

1. Where course subjects are evaluated by a progressive series of written examinations;
2. Where fragmented courses are each evaluated on completion by a written examination.

C. Course subjects, not treated in Sections A and B, but evaluated at some stage by means other than a written examination

1. Where course subjects are evaluated by a final examination other than a written examination;
2. Where course subjects are evaluated by a progressive series of examinations other than written examinations;
3. Where fragmented courses are each evaluated upon completion by an examination other than a written examination;
4. Additional information on evaluation procedures for course subjects.

D. Students' practical teaching

1. Where a definite grade is awarded on performance in a specific test lesson or lessons;
2. Where a definite grade is awarded on performance extending over a specified period;
3. Where no definite grade is awarded for performance in practical teaching carried out over a specified period;
4. Additional information on evaluation procedures for practical teaching.

E. Co-curricular activities

1. Procedures for co-curricular activities which are evaluated;
2. Co-curricular activities which are not evaluated.

F. Personal qualities

1. Where an evaluation of personal qualities is undertaken with respect to all students;

2. Where an evaluation of personal qualities is undertaken in special circumstances only.

G. Total evaluation of a student

H. Additional information

It can be seen that the intention was to provide a framework embracing all possible existing patterns, and that many parts would not apply to any one institution. Thus, the respondents were instructed not to attempt to complete all items but to proceed section-by-section, completing only the relevant parts.

Selected educational establishments in the Asian Member States of Unesco had been designated Associated Institutions of the Quezon City Institute, chosen because of their connection with primary teacher training in their respective countries. These provided the field for the distribution of the questionnaire, and each was asked to complete details with respect to existing practices. Institutions from the following ten countries returned responses: Burma, Republic of China, India, Iran, Japan, Republic of Korea, Malaysia, Nepal, Philippines, Thailand. In some cases this could be supplemented by a personal interview with officials actively engaged in the programme.

For convenience, simplicity and ease of identification, responses have been recorded in terms of the country supplying the information rather than the specific institution or institutions. It should be stressed, however, that the report does not purport to cover the total situation in any one country. On the other hand, particularly in the case of a centralized authority, little variation at this level would be expected within an administrative area, and the material submitted may be considered, with certain reservations, as representative or typical of evaluation procedures throughout the country concerned.

The aim has been to describe without comment, and there has been no attempt to pass judgment on the efficacy or desirability of a particular system or draw inferences from what is done in one place as against another. By confining enquiries to matters of machinery, it was possible to avoid such controversial issues as the underlying philosophy of teacher education, or the real purpose of testing procedures, or their relation either to methods of teaching or the psychology of learning. Such problems, important as they are, must be considered as falling outside the scope of the present investigation.

A summary indicating the particular parts returned by institutions in the various countries is given on the following pages.

SUMMARY OF RESPONSES RECEIVED : COURSE SUBJECTS

Responses received from institutions in:		Burma	China, Rep. of	India	Iran	Japan	Korea, Rep. of	Malaysia	Nepal	Philippines	Thailand
A. COURSE SUBJECTS EVALUATED BY FINAL WRITTEN EXAMINATION											
1. Final written examination is external	(3)		✓	✓				✓			
2. Final written examination is internal	(4)	✓	✓		✓		✓				
3. Final written examination is partly external and partly internal	(1)			✓							
B. COURSE SUBJECTS NOT EVALUATED BY FINAL WRITTEN EXAMINATION, BUT WHERE WRITTEN EXAMINATIONS SERVING A DIFFERENT PURPOSE ARE EMPLOYED											
1. Course subjects evaluated by a progressive series of written examinations	(3)						✓	✓	✓		
2. Fragmented courses, each evaluated on completion by a written examination	(3)					✓				✓	✓
C. COURSE SUBJECTS, NOT ALREADY TREATED, BUT EVALUATED AT SOME STAGE BY MEANS OTHER THAN A WRITTEN EXAMINATION											
1. Course subjects evaluated by a final examination other than written examination	(3)	✓	✓		✓						
2. Course subjects evaluated by a progressive series of examinations other than written examinations	(3)		✓	✓				✓			
3. Fragmented courses, each evaluated on completion by an examination other than a written examination	(0)										
4. Additional information on evaluation of course subjects	(3)			✓			✓			✓	

SUMMARY OF RESPONSES RECEIVED : AREAS OTHER THAN COURSE SUBJECTS

Responses received from institutions in:		Burma	China, Rep. of	India	Iran	Japan	Korea, Rep. of	Malaysia	Nepal	Philippines	Thailand
D. STUDENTS' PRACTICAL TEACHING											
1. Grade awarded on test lessons	(5)	✓		✓	✓		✓	✓			
2. Grade awarded for performance over a period	(8)		✓	✓		✓	✓	✓	✓	✓	✓
3. No grade awarded for performance	(2)	✓		✓							
4. Additional information on evaluation of practical teaching	(9)	✓	✓	✓		✓	✓	✓	✓	✓	✓
E. CO-CURRICULAR ACTIVITIES											
1. Co-curricular activities evaluated in some way	(4)		✓					✓	✓	✓	
2. Co-curricular activities which are not evaluated	(5)	✓			✓		✓			✓	✓
F. PERSONAL QUALITIES											
1. Evaluations undertaken as routine	(5)	✓	✓	✓			✓	✓			
2. Evaluations undertaken in special circumstances only	(4)						✓		✓	✓	✓
G. WHERE TOTAL EVALUATION OF STUDENT IS MADE AT ANY STAGE	(7)		✓	✓			✓	✓	✓	✓	✓
H. ADDITIONAL INFORMATION	(3)		✓					✓			✓

It will be noted that some countries employ more than one method of procedure in evaluating achievement in a particular field. Thus, Malaysia evaluates certain subjects by a final written external examination, (A.1), others by a progressive series of written examinations set internally (B.1), and a further group by a progressive series of examinations other than written examinations (C.3). India grades performance in practical teaching on the basis of both internal and external assessment, and so on.

A. COURSE SUBJECTS EVALUATED BY FINAL WRITTEN EXAMINATION

This chapter was to be completed by institutions in which "any of the subjects in the course are evaluated by means of a final written examination", and was divided into three sections, seeking details of procedure respectively as follows:

1. where final written examination is external;
2. where final written examination is internal;
3. where final written examination is partly external and partly internal.

Particulars of information sought and data supplied in this chapter were as follows:

Section 1

Information sought

Where "the whole, or any portion, of the final written examination is external, that is, the responsibility of an outside body or person, who is empowered to make decisions without having to refer to the training institution at any stage", the responding institution was required to complete a table drawn up under the following headings (with explanatory notes as indicated):

I. Subjects examined externally
II. Duration of examination paper
III. Type of examination ("This would be either (a) the traditional examination, (b) a battery of objective test items or (c) a combination of (a) and (b).")
IV. Designation of body or officer responsible for setting question paper
V. Designation of body or officer responsible for assessing candidates' responses
VI. Method of recording results ("Indicate whether (a) points on a numerical scale, (b) percentages, (c) literal grades or (d) verbal classifications are awarded, with details.")
VII. Weighting in total assessment for subject ("This should be expressed as a percentage. If, for instance, a subject carries a total of 100 marks, of which 40 are awarded for written assignments during the year, and the remainder for this examination, the entry in this column would be 60%.")

Data supplied

Institutions from the following three countries returned responses on this part: Republic of China, India, Malaysia.

In the Republic of China, while the information supplied related to the respondent institution, all the colleges are government controlled, and similar procedures are adopted throughout. The only subject evaluated by a final written external examination is Chinese, in which a two-hour paper, a combination of the traditional examination and objective test items, is set by the Department of Education of the Taiwan Government, which is also responsible for assessing the candidates' responses. The results are recorded as points on a numerical scale, and have a weighting of 20% in the total assessment for the subject. The remaining 80% of the possible total is made up from results achieved in a mid-semester examination of the traditional type, set by the Study Office of the college, and assessed by the teacher in the subject, along with oral tests, written assignments, quizzes etc. given irregularly by the teacher and assessed by him.

For India, the information supplied related to the country as a whole. Data were obtained from different State Institutes of Education and collated by the Department of Teacher Education of the National Council of Educational Research and Training (NCERT), Delhi.

The pattern here is for a written examination of the traditional type of three hours' duration (two hours in some institutions) to be set in the following seven subjects:

1. Principles of Education
2. Educational Psychology
3. School Management and Community Development
4. Principles of Basic Education
5. Modern Trends of Education
6. Methods of Teaching (Hindi, Mathematics, Social Studies, Science, etc.)
7. Main Craft

In all states, similar bodies, variously designated The Board of Education, the Commissioner for Government Examination Academic Council, the P.T.C. Examination Body, and so on, are responsible for the organization, appointing specific officers for setting the question papers and assessing candidates' responses. Generally, there are 100 marks for each paper, although there may be slight variations in one or two papers, which carry either 150 or 50 marks. For theory papers, marks awarded for written assignments during the year are not taken into account. The students are awarded pass or fail according to the marks obtained by them in individual papers. The results are announced in three divisions, the division of a particular student depending on his aggregate percentage. There would be some differences in the upper and lower limits of divisions II and III among the various institutions, but the

distribution would approximate as follows:

Division III . . . . . 33% - 45%
Division II . . . . . 45% - 60%
Division I . . . . . above 60%

In "very few institutions" the final written examination is partly external and partly internal, and the procedure here will be considered in Section 3 of this chapter.

A greater degree of centralization is shown in the organization of the external examinations in Malaysia, while still taking into account the work done in the primary teacher training institutions themselves. A common syllabus is in use in each of the fourteen Day Training Colleges, and compulsory examinations are taken in each of the following four subjects:

1. Main Language
2. Second Language
3. Education I (Principles of Education)
4. Education II (Educational Psychology)

The Main Language is one of the four media of instruction in Malaysian primary schools: Malay, English, Chinese and Tamil. English is the Second Language for the Malay unit; otherwise Malay itself(the national language) is the Second Language.

Students completing the two-year course sit for a three-hour examination in each of the four subjects; those enrolled in the three-year course have three three-hour papers (Second Language two hours) at the end of the second year, and two-hour papers (Second Language not examined externally at this stage) at the end of the following year. Questions set are of the traditional type, along with objective test items.

The lecturer in charge of the subject to be examined in each training institution prepares a sample question paper and forwards it to the Chief Examiner of the subject, appointed by the Primary Teacher Training Division of the Ministry of Education. On the basis of the scripts received, the Chief Examiner constructs two question papers of approximately equal difficulty, one of which is finally selected by the Ministry to be given on the date of the examination. The Chief Examiner is responsible for assessing the candidates' responses. In this he is assisted by a Subject Panel, appointed by the Ministry, but consisting of faculty members drawn from, and originally nominated by, the various primary teacher training institutions.

Percentages gained in the test papers are converted to literal grades; for example, a mark of 70% or more would be considered of "A" quality. In the past, performance in this examination has been the sole determinant of a candidate's grading, but more recently there has been a move to have this weighting reduced to, say, 60% or even 40% of the total assessment for the subject.

Where the final written examination is not the only means of evaluating course subjects, respondents completing this section were invited to furnish details of evaluation procedures employed to supplement the final written examination. Neither India nor Malaysia profferred information in this connection, but should the position in the latter country alter along the lines indicated in the preceding paragraph, presumably the final written external examinations in Malaysia will be supplemented by some method of internal assessment.

Section 2

Information sought

Where "the whole, or any portion, of the final written examination is internal, that is, the responsibility of the institution itself, without being required to refer to any outside body or officer at any stage", the responding institution was asked to complete a table drawn up under the following headings (with explanatory notes as indicated):

I. Subjects examined internally
II. Duration of examination paper
III. Type of examination ("This would be either (a) the traditional examination, (b) a battery of objective test items or (c) a combination of (a) and (b).")
IV. Designation of body or officer responsible for setting question paper
V. Designation of body or officer responsible for assessing candidates' responses
VI. Method of recording results ("Indicate whether (a) points on a numerical scale, (b) percentages, (c) literal grades or (d) verbal classifications are awarded, with details.")
VII. Weighting in total assessment for the subject. ("This should be expressed as a percentage. If, for instance, a subject carries a total of 100 marks, of which 40 are awarded for written assignments during the year, and the remainder for this examination, the entry in this column would be 60%.")

Where the final written examination is not the only means of evaluating course subjects, respondents completing this section were invited to furnish details of evaluation procedures employed to supplement the final written internal examination, under the following headings (with explanatory notes as indicated):

I. Subjects
II. Procedures employed ("This would include methods involving the evaluation of a specific piece of work as well as a mere recording of significant data; e.g. (a) traditional examination; (b) objective test items; (c) oral test; (d) quiz; (e) practical test; (f) written assignment; (g) practical assignment; (h) seminar contribution; (i) workshop report; (j) personal diary; (k) observation; (l) cumulative record; (m) other - give details.")

III. When applied ("Indicate how often, whether regularly or irregularly, and at what stages of the course.")
IV. Designation of body or officer responsible for devising the situation
V. Designation of body or officer responsible for assessing candidates' responses
VI. Method of recording results ("Indicate whether (a) points on a numerical scale, (b) percentages, (c) literal grades or (d) verbal classifications are awarded, with details.")
VII. Weighting in total assessment for the subject. ("This should be expressed as a percentage. If, for instance, a subject carries a total of 100 marks, of which 40 are awarded for material other than the subject in this column, the entry in the column would be 60%.")

Data supplied

Institutions from the following four countries returned responses in this section: Burma, Republic of China, Iran and Republic of Korea.

In Burma, a three-hour written examination is taken in each of the following eight subjects:

1. Education I
2. Education II
3. Teaching of Burmese
4. Teaching of Mathematics
5. Teaching of English
6. Teaching of Science
7. Teaching of History
8. Teaching of Geography

The subject lecturer in each case is responsible for setting the question paper, while the lecturer and assistant lecturer of the particular department are responsible for assessing the candidates' responses. Results are recorded as percentages in each subject and the examination is the sole determinant of the total assessment for the subject as far as the candidate is concerned.

In the Republic of China, along with the examination in Chinese set externally by the Ministry of Education, treated in Section 1 of this chapter, an hour paper of the traditional type is set and assessed by the college in each of the following three subjects:

1. Educational Psychology
2. Primary School Administration
3. Introduction to Teaching Material and Methods.

Results are recorded as points on a numerical scale and carry a weighting of 20% in the total assessment for the subject. The remaining 80% of the possible total is made up from results achieved in a mid-semester examination of the traditional type set and assessed by the teacher of the subject, along with oral tests, written and practical assignments, quizzes etc. given irregularly by the teacher and assessed by him.

In Iran, written examinations are conducted in the following eight subjects:

1. Language Arts
2. Child Psychology
3. Principles of Education
4. Children's Literature
5. Health
6. Civic and Educational Organization
7. Religion
8. Methods of Teaching

The duration of the examination paper is apparently not fixed (the response given in the column thus headed was "Depends" for each subject listed), the question papers being set by the "teachers" (i.e. faculty members), who are also responsible for assessing the candidates' responses. Questions are a combination of the traditional type and objective test items. Results are recorded as points on a numerical scale, and the examination is the sole determinant of the assessment for the subject as far as the candidate is concerned, except that in the Language Arts written examinations are supplemented by oral tests.

In the Republic of Korea, all subjects (details were not supplied) are evaluated by means of a written examination of 50 minutes duration, consisting of questions of the traditional type and objective test items. The question paper is set by the instructor, who is also responsible for assessing the candidates' responses. Results are recorded as literal grades. 50% of the assessment for the subject is allotted this examination, the remaining 50% to practical assignments set irregularly during the course by the instructor. (N.B. This information was supplied by one institution. Details of a different procedure adopted in another institution are given in Section 1 of the next chapter.

Section 3

Information sought

Where "the whole or any portion of the final written examination is partly internal and partly external, that is, due to joint action on the part of the institution and some outside body or person", the institution was asked to complete a table drawn up under headings similar to those employed in Sections 1 and 2 of this chapter, with the additional requirement of the "Designation and some detail of body or person sharing responsibility with training institution" together with "Part played by this body or person" and "Part played by training institution."

Data supplied

The only country which returned a response for this section was India, where "in very few institutions" the final examination is partly internal and partly external. In such cases, the paper set externally carries a weighting of between 60% and 75% of the total assessment for the subject, the training institution being responsible for the remaining 25% to 40%. Inspection and supervision of the examination procedure, as well as declaration of the final results, are carried out by the State authority.

Although the training institution is responsible for drawing up and submitting sample questions for the examinations in Malaysia, the ultimate determination of the paper as a whole rests with the Ministry, and consequently the examinations have been classified "external". The procedure employed has been outlined in Section 1 of this chapter.

B. COURSE SUBJECTS NOT EVALUATED BY FINAL WRITTEN EXAMINATION, BUT WHERE WRITTEN EXAMINATIONS SERVING A DIFFERENT PURPOSE ARE EMPLOYED

This chapter was to be completed by institutions in which "any of the subjects in the course are not evaluated by means of a final written examination, but in which written examinations serving a different purpose are employed," and was divided into two sections, seeking details of procedure respectively as follows:

Section 1: where course subjects are evaluated by a progressive series of written examinations.

Section 2: where fragmented courses are each evaluated upon completion by a written examination.

In each case, a further table was included to indicate, where applicable, details of evaluation procedures employed to supplement these written examinations.

Section 1

Information sought

Where "there are subjects in the course not evaluated by means of a final written examination, but in which a series of periodic written examinations, applied successively and progressively during the course, is employed", the responding institution was asked to complete a table drawn up under the following headings (with explanatory notes as indicated):

I. Subjects
II. Duration of examination papers
III. Type of examination ("This would be either (a) the traditional examination, (b) a battery of objective test items or (c) a combination of (a) and (b).")
IV. How often applied
V. Total number of such examinations in course
VI. Designation of body or officer responsible for setting question paper
VII. Designation of body or officer responsible for assessing candidates' responses
VIII. Method of recording results ("Indicate whether (a) points on a numerical scale, (b) percentages, (c) literal grades or (d) verbal classifications are awarded, with details.")
IX. Weighting in total assessment for the subject. ("This should be expressed as a percentage. If, for instance, a subject carries

a total of 100 marks, of which 40 are awarded for written assignments during the year, and the remainder for these examinations, the entry in this column would be 60%.")

Data supplied

Institutions from the following three countries returned responses in this section: Republic of Korea, Malaysia, Nepal.

In the Republic of Korea, the pattern is for a one-hour paper, a combination of the traditional examination and objective test items, to be set and the candidates' responses assessed twice in every semester by the instructor in charge of the following thirteen subjects:

1. Korean Language
2. Social Studies
3. Natural Sciences
4. Mathematics
5. Music
6. Fine Arts and Manual Training
7. Home Economics
8. Foundations of Education
9. Child Development
10. Curriculum
11. Foreign Language (English)
12. Audio-Visual Education and School Library Management
13. School Administration

(a) Curriculum, Foreign Language (English), Audio-Visual Education and School Library Management and School Administration are each taken for one semester and thus examined twice during the course;

(b) Korean Language, Mathematics, and Home Economics are each taken for two semesters and thus examined four times during the course;

(c) the remaining six subjects, namely Social Studies, Natural Sciences, Music, Fine Arts and Manual Training, Foundations of Education and Child Development are each taken for three semesters and thus examined six times during the course.

Two other subject-courses are taken, each of which is divided into eight sub-courses. "Method of Instruction" comprises: (i) Korean language, (ii) social studies, (iii) natural sciences, (iv) gymnastics, (v) music, (vi) fine arts and manual training, (vii) home economics and (viii) mathematics. Each of these sub-courses has two examination periods during the course, the total number of examinations in Method of Instruction thus amounting to sixteen. "Textbook Analysis and Study" comprises the same eight sub-courses, of which each student is required to select one only. Each of these sub-courses has four evaluating periods per semester.

Results in each of the above examinations are recorded as points on a 5-point numerical scale, and carry 50% of the total assessment for the subject, except in (a) Music, (b) Fine Arts and Manual Training and (c) Gymnastics, where 70% of the total assessment is made up from practical assignments and performance. In Music, for instance, each student is required to master 103 melodies throughout the course, and performance tests are taken individually

when he has mastered a melody. In each of these three subjects, each student is evaluated at least twice irregularly during the semester. The same applies in the subject of Home Economics, where "Observation and performance tests" carry 50% of the total assessment. In all other subjects assignments and class work presumably make up 50% of the total assessment.

In Malaysia, a one-hour paper, a combination of the traditional examination and objective test items, is set internally by subject panels at the end of the first and second years of the course in each of the following five "Academic" subjects:

1. History
2. Geography
3. Literature
4. Mathematics
5. General Science

The responsibility for assessing the candidates' responses rests with the Chief Examiner, appointed by the Principal from the staff of the institution. Results are recorded as points on a numerical scale and converted to literal grades. 60% of the total assessment for each subject is made up from course work, 40% from the examination.

In Nepal, a formal programme of eight monthly tests and two examinations (a half-yearly and final, respectively) is undertaken by all students who are trained for one year, and for the final year only of two-year trained students. Candidates with insufficient educational background must satisfactorily complete a one-year course in general education to bring them up to the standard at which they can undertake the course of teacher training proper. The first two monthly tests of the final year are also considered as qualifying tests. Those who fail to secure satisfying marks at this stage are disqualified from further studies. The reason given for this is the inadequacy of the original selection procedures. As Nepal is a hilly country, the applicant can't be interviewed by the central authority prior to enrolment, and the selection is left to the District School Inspector. The Normal School claims and exercises the right of discontinuance during the first two months.

These tests and examinations are conducted in each of the following seven subjects:

1. Professional Education
2. Teaching Method in Social Studies
3. Teaching Method in Mathematics
4. Teaching Method in Language
5. Teaching Method in Science
6. Teaching Method in Arts and Crafts
7. Teaching Method in Health and Physical Education

There is also an eighth subject, "Teaching Method in Adult Education", which is taken in the seventh and eighth months of the year only, and evaluated progressively by two monthly tests and the final examination.

Each monthly test carries 5% (Adult Education 20%) of the total marks in each subject area, and the half-yearly and final examinations 30% each (final examination in Adult Education 60%). The subject instructor is responsible for setting the question papers and assessing candidates' responses in all

tests and examinations. Procedures employed include the traditional examination, objective test items, written assignments and practical assignments (in the case of Arts and Crafts). The examinations are all of two hours' duration, and the results recorded as percentages.

Section 2

Information sought

Where "the curriculum is fragmented, comprising a number of independent units, some taken concurrently and some successively, in which each unit is evaluated independently by a written examination", the responding institution was asked to complete a table drawn up under the following headings (with explanatory notes as indicated):

I. Name of unit
II. Duration of unit
III. Duration of examination paper
IV. Type of examination ("This would be either (a) the traditional examination, (b) a battery of objective test items or (c) a combination of (a) and (b).")
V. Designation of body or officer responsible for setting question paper
VI. Designation of body or officer responsible for assessing candidates' responses
VII. Method of recording results ("Indicate whether (a) points on a numerical scale, (b) percentages, (c) literal grades or (d) verbal classifications are awarded, with details.")
VIII. Weighting in total assessment for subject. ("This should be expressed as a percentage. If, for instance, a subject carries a total of 100 marks, of which 40 are awarded for written assignments during the period of the course, and the remainder for this examination, the entry in this column would be 60%.")

Data supplied

Institutions from the following three countries returned responses in this section: Japan, the Philippines, Thailand.

In each case, the unit point system of evaluation has been adopted. At the end of every semester (half the academic year in Japan and the Philippines, one third of the year in Thailand) an evaluation is made of each subject studied during the period.

In Japan (at the Tokyo Gakugei University, the responding institution) the requirement for graduation in the Elementary School Teachers' Courses is the attainment of 136 credits in the various subjects taken over the eight semesters (four years). In General Education, for instance, 7 credits are to be acquired in each of the first four semesters, 3 in each of the next two, and 1 in each of the two semesters of the final year - making 36 in all. Instruction is given

through lectures and seminars, and one credit consists of instruction for fifteen weeks offered for one school hour(sixty minutes) per week. One credit given through experiments and field work consists of instruction or class work for fifteen weeks undertaken for two school hours per week. All subjects are evaluated internally every semester, the instructor being given complete freedom in determining his method of assessment. Most instructors test by means of the traditional examination, although some use a written report or other procedures, while subjects such as music and physical education are evaluated by practical tests.

In the Philippines, a similar system is in operation. A total of 163 semestral units is required for graduation from the Four-Year General Elementary Teacher Education Curriculum (leading to the Bachelor of Science in Elementary Education degree). Courses are offered in Languages (Spanish, English, and Philippino), Health, Social Science, Basic Sciences, Mathematics, Art, Music, Physical Education, Philosophy, Psychology, Practical Arts, Home Economics, Work Education and Library Science. Each subject is evaluated every semester, the respective instructors being free to determine their own assessment tools and instruments. Methods employed include objective tests, essay tests, oral tests, performance tests, projects, rating scales, check lists, job sheets, guides to observation, students' profile charts and so on. While the Bureau of Public Schools has not laid down examination procedures to be adopted, the Manual of Standards and Policies (issued 1959) does prescribe a grading system to be used in all General Elementary Teacher Education Institutions. Details of this are as follows:

1.0 - Excellent	(95 - 100)
1.5 - Superior	(90 - 94)
2.0 - Very good	(85 - 89)
2.5 - Good	(80 - 84)
3.0 - Slightly better than Average and Passing	(77 - 79)
3.5 - Average and Passing	(75 - 76)
4.0 - Conditional failure	(70 - 74)
5.0 - Failure	(69 and below)

A rating of 4.0 or conditional failure may be made up by passing a re-examination. If a student passes a re-examination, he is given a grade of 3.0; otherwise, he is given 5.0. Only one re-examination is allowed, and this must be taken before the next academic year opens. In the case of a conditional failure received in the summer term, the removal should be done within the year immediately after the summer term. If a conditional failure is not removed within one year, the grade automatically becomes a 5.0.

"Incomplete" is given to a student whose class standing throughout the semester is passing but fails to take the final examination, or to submit to a requirement of the course owing to illness or other valid reasons. If, in the opinion of the dean, the absence from the final examination is justifiable, the student may be given a make-up examination. The deficiency indicated by the

grade of "incomplete" must be removed within one academic year from the date the grade was given; otherwise the "Incomplete" becomes a 5.

A grade of 5 signifies failure. It requires re-enrolment in and repetition of the course.

In Thailand (at the College of Education, Bangkok, the responding institution) the intending primary school teacher enrols in the four-year programme leading to the Bachelor of Education degree, taking courses in the area of either Elementary Education or Rural Education, and studying in depth an academic major selected by him from the following: Thai language, Foreign language (English or French), Geography, History, Social Studies, Science, Mathematics, Science and Mathematics, Biology, Physics, Chemistry. The general practice is for 6-7 subjects to be taken in each of the three semesters per year. The instructor in each subject is responsible for setting the question paper in his subject, assessing the candidates' responses, and determining the weighting given to the examination in the total assessment for the subject. Usually a 2-hour written examination is set, consisting mainly of objective test items, although sometimes questions requiring essay type answers are included. Results are recorded on a five-point literal scale, A, B, C, D, and E, carrying respectively 4, 3, 2, 1, and 0 points. A grade of "C" (2 points) is considered a pass, while a grade of "E" (0 points) means a repetition of the course. A total of 210 credit points, acquired over the twelve terms of the course, is required for graduation.

C. COURSE SUBJECTS, NOT ALREADY TREATED IN CHAPTERS A-B, BUT EVALUATED AT SOME STAGE BY MEANS OTHER THAN A WRITTEN EXAMINATION

This chapter was to be completed by institutions in which "there are subjects in the course, which have not already been treated in Chapters A-B, but which are evaluated at any stage by means other than a written examination", and was divided into four sections, seeking details of procedure respectively as follows:

1. where course subjects are evaluated by a final examination other than a written examination;
2. where course subjects are evaluated by a progressive series of examinations other than written examinations;
3. where fragmented courses are each evaluated upon completion by an examination other than a written examination;
4. additional information on evaluation procedures for course subjects.

In Sections 1, 2 and 3, a further table was included to indicate, where applicable, details of evaluation procedures employed to supplement these examinations.

Particulars of information sought and data supplied in this chapter were as follows:

Section 1

Information sought

Where "there are subjects in the course evaluated by means of a final examination (that is, any testing device applied at the point of the conclusion of the period of training) other than a written examination, " the responding institution was requested to complete a table drawn up under the following headings (with explanatory notes as indicated):

I. Subjects
II. Procedures employed ("This would include methods involving the evaluation of a specific piece of work as well as a mere recording of significant data; e.g. (a) traditional examination; (b) objective test items; (c) oral test; (d) quiz; (e) practical test; (f) written assignment; (g) practical assignment; (h) seminar contribution; (i) workshop report; (j) personal diary; (k) observation; (l) cumulative record; (m) other - give details.")

III. Designation of body or officer responsible for devising the situation
IV. Designation of body or officer responsible for assessing candidates' responses
V. Method of recording results ("Indicate whether (a) points on a numerical scale, (b) percentages, (c) literal grades or (d) verbal classifications are awarded, with details.")
VI. Weighting in total assessment for subject. ("This should be expressed as a percentage. If, for instance, a subject carries a total of 100 marks of which 40 are awarded for material other than the subject of this column, the entry in the column would be 60%.")

Data supplied

Institutions from the following three countries returned responses in this section: Burma, Republic of China, Iran.

In Burma, the following subjects are each evaluated by a practical test designed by the lecturer and assistant lecturer, who are also responsible for assessing the candidates' responses:

1. Industrial Arts
2. Physical Education
3. Domestic Science
4. Music
5. Fine Arts
6. Agriculture

The results in Industrial Arts are recorded as percentages, the others as literal grades.

In the Republic of China, practical tests are conducted by the teacher of the subject in Music (involving harmony and composition, vocal keyboard, conducting, sight singing and listening) and Physical Education (gymnastics and games, rhythmical activity, athletic jurisprudence, track and field sports, ball games and agility exercises). The results of these practical tests are recorded as points on a numerical scale and carry 50% of the total assessment for the subject, the remaining 50% being obtained from practical assignments given irregularly by the teacher of the subject.

In Iran, Library Administration and Physical Education are both evaluated by a final practical examination and Music by an oral examination, set and assessed by the teacher of the subject.

Section 2

Information sought

Where "there are subjects in the course not evaluated by means of a final examination, but in which a series of examinations, other than written examinations, applied successively and progressively, is employed", the responding institution was requested to complete a table drawn up under the following headings (with explanatory notes as indicated):

I. Subjects
II. Procedures employed ("This would include methods involving the evaluation of a specific piece of work as well as a mere recording of significant data; e.g. (a) traditional examination; (b) objective test items; (c) oral test; (d) quiz; (e) practical test; (f) written assignment; (g) practical assignment; (h) seminar contribution; (i) workshop report; (j) personal diary; (k) observation; (l) cumulative record; (m) other - give details.")
III. Designation of body or officer responsible for devising the situation
IV. Designation of body or officer responsible for assessing candidates' responses
V. Method of recording results ("Indicate whether (a) points on a numerical scale, (b) percentages, (c) literal grades or (d) verbal classifications are awarded, with details.")
VI. Weighting in total assessment for subject ("This should be expressed as a percentage. If, for instance, a subject carries a total of 100 marks of which 40 are awarded for material other than the subject of this column, the entry in the column would be 40%.")

Data supplied

Institutions from the following three countries returned responses in this section: Republic of China, India, Malaysia.

In the Republic of China, the following subjects were reported as being evaluated "irregularly" by the teacher of the subject, by means of practical tests, practical assignments and observation, the results being recorded as points on a numerical scale: Fine Arts, Crafts, Home-making Education, Study on coloration, Sketching, Mechanical Drawing, Geometrical Drawing, Water color painting, Design and application, Industrial Arts.

In India, Community Living Activities are evaluated by the supervisors of the training institutions throughout the year. In some institutions, marks out of 100 are given on the basis of the year's work, whereas in others, categories such as A, B and C are awarded.

In Malaysia, terminal assessments on a five-point literal scale are given by the respective lecturers on the basis of observation, written assignments, practical work and tests carried out during the course in the following three subject areas:

1. Art and Craft 2. Music 3. Physical Education

Section 3

Information sought

Where "the curriculum is fragmented, comprising a number of independent units, some taken concurrently and some successively, in which each unit

is evaluated independently upon completion by an examination other than a written examination", the responding institution was required to complete a table drawn up under headings similar to those used in other parts of this investigation.

Data supplied

No responses were returned for this section. However, in each of the three countries employing the semestral credit system, namely Japan, the Philippines and Thailand, the respective lecturers are free to determine their own evaluation procedures, and it is extremely likely that in some cases practical subjects are assessed on the basis of performance tests conducted on completion of the unit.

Section 4

Information sought

In this section the responding institution was asked to furnish "additional information on evaluation procedures for course subjects" under certain specified headings.

Data supplied

Institutions from the following three countries returned responses: India, Republic of Korea, the Philippines.

Particulars given under the respective headings were as follows:

(a) Course subjects not formally evaluated

In India, it is not usual for Drawing, Music and Physical Education to be formally evaluated. In these subjects, satisfactory attendance, quality of work and completion of the course are the essential requirements. Internal assessment and marks obtained by students in occasional tests are considered at the time of the final examination.

(b) Student ineligibility to sit for examination

In the Republic of Korea, students in each course are required to attend at least two-thirds of the total class hours in order to be qualified to sit for the regular examinations.

(c) Exemptions from examination requirements

In the Philippines, in the subject Education 3 (Music), excellent scores in the mid-term test, the oral test and the short quizzes earn exemption from the final examination, which is 33 1/3% of the final rating.

(d) Provision for poor achievement at examination

In the Philippines, a student with a low score in the final examination is given a removal (make-up) examination. In the Republic of Korea, he is given a further written examination and assignments. A student suffering from physical deficiency can leave the examination with permission of the Dean of the college. The maximum grade which an examinee can earn in a deferred examination is a "B".

D. PRACTICAL TEACHING

This chapter was to be completed by institutions in which "students, during their period of training, carry out actual teaching in the school situation." The first three sections sought details of evaluation procedures for practical teaching respectively as follows:

1. where a definite grade is awarded on performance in a specific test lesson or lessons;
2. where a definite grade is awarded on performance extending over a specified period;
3. where no definite grade is awarded for performance in practical teaching carried out over a specified period;

Section 4 sought additional information on evaluation procedures for practical teaching, under the following headings:

(a) details of outside bodies or persons concerned in evaluation of practical teaching;

(b) details of variations in practical teaching evaluation procedures;

(c) details of procedure for arriving at a total evaluation of practical teaching;

(d) details of evaluation procedures for particular elements in practical teaching;

(e) further particulars of evaluation of practical teaching.

Section 1

Information sought

Where, "in the practical teaching situation, a definite grade (expressed as a numerical, literal or verbal classification) is awarded at any stage on performance in a specific test lesson (or lessons)", the responding institution was required to supply information requested in each of the following seventeen items:

1. At what stage in the course is a student required to give a test lesson on which a grade is awarded?
2. Are test lessons required of all students or only in special cases, e.g. of reported low standard of performance?
3. Does a student gain an award on one test lesson only, or are two or more lessons required before a decision is made?
4. How many times during a student's course of training does he receive an award for practical teaching based on performance in a test lesson?

5. Is the test lesson given in (a) an on-campus laboratory school or (b) an off-campus co-operating school?

6. Does a student actually prepare more lessons for the test situation than are actually supervised as such? If so, please give details.

7. Is the test lesson given at the end of a period of practical teaching? If so, please indicate the length of the period and the number of lessons taught during that time.

8. How is the particular class, on which the student is to give the lesson, selected?

9. What experiences has the student had with the class before the actual test?

10. How is the actual topic of the test lesson selected?

11. Are notes of the test lesson submitted by the student prior to the lesson? If so, to whom?

12. Designation of officer or officers supervising the test lesson.

13. Is a check list, rating scale or other type of appraisal schedule used? If so, could copy of same be furnished herewith?

14. Are reports of previous performance, e.g. by other supervisors, Principal of school, or class teacher, taken into account in awarding the grade? If so, please furnish details.

15. Are other factors besides actual performance in the test lesson (such as lesson notes, collection of aids etc.) taken into account in awarding the grade? If so, please furnish details.

16. How is the grade recorded: (a) point on a numerical scale, (b) literal grade or (c) verbal classification? Details, please.

17. Is a written report furnished on the test lesson as supervised? If so, who is responsible for drawing it up and who receives it? Does it take the form of a check list, rating scale or other type of appraisal schedule? If available, could copy of same be furnished herewith?

Data supplied

Institutions from the following five countries returned responses in this section: Burma, India, Iran, Republic of Korea and Malaysia.

Information provided was as follows:

Students involved and stage at which administered (Items 1-4)

In each of these countries, a practical teaching test lesson is required of all students. In Burma, Iran and the Republic of Korea (where it is designated

a "demonstration" rather than a "test" lesson) it is given at the conclusion of the course; in Malaysia, at the end of the final teaching practice period, before the written examinations. In India, some institutions require this test lesson after six months of training, others at the end of the first and second years.

A student receives an award for practical teaching based on performance in one test lesson only in Burma (although in doubtful cases he may be required to teach a second lesson), Iran and the Republic of Korea. In India, one to four such lessons are demanded, while in Malaysia every student is tested in three lessons (failures given a second chance) spread respectively over three areas, namely (i) Main Language, (ii) Second Language (English or Malay) and (iii) Optional Subjects (e.g. History, Geography, Number, Physical Education). In the latter country, however, there is a move to have the award given on the basis of all lessons observed during the entire teaching practice period.

The student is thus awarded a grade based on performance in a test lesson once only during his course of training in Burma, Iran and Malaysia (where awards are also given during ordinary supervision which is at least once a fortnight). In the Republic of Korea, he is assessed once for performance in the test lesson (for portion of 40%) and once each on other occasions for "observation" and "participation" i.e. three times over the whole practice teaching period. In India, students receive an award for practice teaching on the criticism lessons (the number usually being 2-4). Other lessons given are also evaluated, especially during the period of block teaching, by internal assessment.

The testing situation (Items 5 - 10)

The test lesson is always given in an on-campus laboratory school in Burma; in an off-campus co-operating school in Iran and Malaysia. Both types of school are used for this purpose in India and the Republic of Korea.

In Burma, a student is required to prepare at least one lesson for the test situation for any three of the academic subjects, namely Burmese, Mathematics, History, Geography and General Science. In the majority of institutions in India, only one lesson is prepared, but in some cases two lessons are prepared and only one is supervised. In all other cases, the one lesson only is prepared for the test situation.

In Item 7, most respondents took the "length of the period" to mean the length of the period of the actual test lesson (40-60 minutes), and "the number of lessons taught in that time" to be the one or two covering that period. It was intended that responses should indicate the length of the complete period of practical teaching and the number of lessons taught during that period. In the Republic of Korea, the period of practical teaching extends over ten weeks. In Malaysia, the duration is four weeks in the first year and eight weeks in the second year (total twelve weeks - 200 lessons) for two-year courses, and nine weeks during the first two years together with one whole year (850 lessons) for the three-year course.

In Burma, the particular class on which the test lesson is to be held is selected according to the topics distributed by the Department concerned, and

the student has had no experience at all with the class before the actual test. In other cases, the general practice is for him to have had some contact with the pupils, through actual teaching, observation and participation. In some institutions in India, a class is allotted by the supervisor or nominated by the student without necessarily ing the one on which he has been carrying out his teaching practice.

The student usually has some hand in the selection of the actual topic of the test lesson, except in Burma, where the lecturers and assistant lecturers prescribe suitable topics for the different grades, and in some institutions in India, where the content of the lesson is laid down by the supervisor or determined by the annual scheme of work prepared by the permanent teacher of the subject. In others, the student is allowed freedom of choice in this matter. In Iran and the Republic of Korea the decision is reached by agreement between the student and supervisor. In Malaysia, the student chooses any topic within the specified three areas, Main Language, Second Language and Optional Subject.

Assessment procedure (Items 11 - 13)

Notes of the test lesson are submitted by the student to the supervisor prior to the lesson, in India and the Republic of Korea. In Malaysia, the examiners are usually satisfied if these are handed to them at the point of the commencement of the lesson. In Burma and Iran it is not the practice for notes to be presented beforehand.

Officers supervising the test lesson vary considerably from country to country. In Burma, the lecturers and assistant lecturers and the Principal of the Institute carry out this work; in India the headmaster of the school and external examiners; in Iran the teachers; in the Republic of Korea the dean, the instructor related to the subject area and principal and teachers of the laboratory or co-operating school. In Malaysia, the supervision is performed by a panel of two examiners, either a lecturer of the institution and an officer from the State Education Office or two members of the lecturing staff.

No particular form of check list, rating scale or other type of appraisal schedule is used in India, Iran or the Republic of Korea.

In Burma, the supervisor evaluates the lessons seen in terms of the following schedule:

PRACTICAL TEST RESULTS

Students' names	Notes of lesson	Personality	Presentation	Speech & language	Results of the lesson	General remarks

In Malaysia, the examiners write comments on the lesson, under each of the following six categories:

1. Lesson Preparation (Lesson notes, teaching aids, suitability/accuracy, utilization of teaching aids)

2. Teaching Technique (Introduction, presentation, development, ability to vary activities without losing aim, arouse/maintain interest, questioning, use of blackboard, marking/correcting, variety)

3. Classroom Management (Discipline, ability to manage routine affairs, knowledge of children, ability to plan/organize a lesson, economic use of time, pupils' response)

4. Personal Qualities (Voice, speech, dependability, initiative, patience, receptiveness of criticism)

5. Additional Comments and Recommendations (Areas of strength and weakness)

6. Student's Present Level of Competence

Determination and recording of grade (Items 14 - 17)

In Burma, Iran and the Republic of Korea, the determination of the award is a straightforward process, arrived at on the basis of the test lesson, taking into account such matters as lesson notes, teaching materials, dynamic activity and so on. In Burma, it is recorded on a four-point literal scale, A, B, C, D, and in Iran as a point on a numerical scale; while in the Republic of Korea it is first given as a numerical point and later converted into a literal grade. The supervisors do not submit a written report on the test lesson in any of these three countries, although in Burma an entry is made in each of the columns of the "Practical Test Results" form, outlined above.

In India, the test lesson is usually assessed as a point on a numerical scale, on the basis of good, average or below average.

In Malaysia, a literal grade is awarded for the test lesson, an examiners' report being forwarded to the Principal of the College.

(N.B. The information given above for the Republic of Korea was supplied by one particular institution. Details of a different procedure adopted in another Korean institution are given in Section 2 of this chapter).

Section 2

Information sought

Where, "in the practical teaching situation, a definite grade (expressed as a numerical, literal or verbal classification) is awarded at any stage on performance, not in specific test lessons, but in the ordinary lessons extending over a period of time", the responding institution was asked to supply information requested in each of the following twelve items:

1. At what stages in the course is a student required to undergo a specified period of practical teaching on which a grade is awarded?
2. How many times during a student's course of training does he receive an award for practical teaching based on performance over a specified period?
3. Give details of respective duration of such periods and approximate number of lessons taught in each.

4. Are the specified periods of practical teaching on which a grade is awarded carried out (a) in an on-campus laboratory school, or (b) in an off-campus co-operating school?

5. Is each period of practical teaching carried out on the one class as far as a particular student is concerned, or on different classes? How is this matter arranged?

6. Designation of officer or officers responsible for awarding of grade. Respective parts played by each.

7. Approximate number of lessons supervised during the period. What does this supervision involve?

8. Are notes of lessons submitted regularly by the student prior to giving the lesson? If so, to whom?

9. Are the grades awarded in successive periods of practical teaching progressive - i.e., is the award given at a previous period taken into account in awarding a grade?

10. Please list other factors besides actual classroom performance which are taken into account in awarding a grade.

11. Is a written report furnished on the student's work during this period? If so, who is responsible for drawing it up and who receives it? Does it take the form of a check list, rating scale or other type of appraisal schedule? If available, could copy of same be furnished herewith?

12. How is the grade finally recorded: (a) points on a numerical scale; (b) literal grade or (c) verbal classification?

Data supplied

Institutions from the following eight countries returned responses in this section: Republic of China, India, Japan, Republic of Korea, Malaysia, Nepal, the Philippines, Thailand.

Information provided was as follows:

Duration and location of periods of practical teaching (Items 1-5)

In the Republic of China, practical teaching begins from the first semester of the second year in the 3-year system and from the first semester of the fourth year in the 5-year system. In all, a period of 5 weeks is spent in practice teaching, 3 weeks in the on-campus laboratory school and 2 weeks in an off-campus co-operating school, during which the student receives an award for an average of 6 lessons a week (i.e. a total of 30), culminating in a final award. The teaching is carried out on the one class, usually a 5th or 6th grade, but occasionally a 3rd or 4th grade is employed.

In India, the period of block teaching varies, both on-campus laboratory schools and off-campus co-operating schools being used. Internal assessment is carried out on a number of lessons during this period.

In Japan, the student undergoes a period of 4 weeks teaching in an on-campus laboratory school in the third year and a further three weeks in an off-campus co-operating school in the fourth year. Eight lessons are taught each year and an award is given for each of the two periods.

In the Republic of Korea, practice teaching occupies the 10-week period of the second semester of the second year. Seven weeks of this are spent in an on-campus laboratory school, followed by 3 weeks in an off-campus co-operating school. An award is given for the period as a whole, the teaching being carried out on the one class as far as the particular student is concerned. The placement of the student on this class is done by the principal of the laboratory school or co-operating school concerned.

In Malaysia, practical teaching is carried out in an off-campus co-operating school, and comprises 4 weeks in the first year and 8 weeks in the second year of the two-year course, and 2-3 weeks in the first year, 4-6 weeks in the second year and the whole of the third year of the three-year course. During this period the student teaches from one lesson a day to about six lessons a day. In the two-year course, he would teach about 45 lessons in the first period and 140 lessons in the second, while in the three-year course he would teach about 20 lessons in the first year, 90 in the second year and about 1,000 lessons during the whole of the third year. For the first year the teaching would be confined to the Lower Primary Grades (Standards I, II and III), and in the second year the Upper Primary Grades (Standards IV, V and VI). This is carried out usually on the one class, although during observation and participation arrangements are made so that students may be able to see as many classes as possible.

In Nepal, the student teaches for one month in an off-campus school at the conclusion of nine months of his course or when the course is assumed to be finished. During this period every pupil teacher should give at least 48 lessons on the one class, although he should not be expected to take more than 2 lessons per day. An assessment for the whole period is given by the student-teaching supervisor.

In the Philippines, a whole semester is devoted to practical teaching. This is usually divided into a period of eight weeks (40 lessons) in the on-campus laboratory school, followed by 8 weeks in an off-campus co-operating school (50 lessons), and an evaluation period of 4 weeks back at the laboratory school where the student would probably teach another 20 lessons. In the laboratory school the student usually teaches the one class; in the co-operating school possibly different classes. He is given two awards during this period - a mid-term grade and a final grade.

In Thailand, one term of the fourth year course is set aside for practical teaching - usually the 10th, 11th or 12th (i.e. in the final year). This is a period of 12 weeks, comprising 2 weeks in the beginning for preparation followed by 10 weeks teaching up to 12 hours weekly (i.e., a total of 120 hours or 120 lessons). The teaching is undertaken on the one class in an off-campus

school, although a small group (8 or 9 students) can be accommodated in the on-campus demonstration school. An award is given for the period as a whole, i.e. once only during the student's course.

Evaluation procedure (Items 6 - 8)

In the Republic of China, the supervisor and the co-operating teacher combine in supervising all lessons taught, taking into account classroom control, along with school administration and special child guidance. Lesson notes are submitted regularly to the co-operating teacher.

India and Japan did not furnish further details of their method of assessment.

In the Republic of Korea, the following five officers play some part in the awarding of a grade: the dean of the teachers' college (inclusive supervision), dean of academic affairs (instruction on planning and supervision), supervisor i.e. a professor of the college (supervision of student teaching), principal and vice-principal (supervision and evaluation of performance during practical teaching) and the supervising teacher (direct supervision and actual evaluation of practical teaching). Eight hours of teaching are supervised in the laboratory school and eight hours or more in a co-operating school. After each lesson the supervising teacher gives advice concerning the method of instruction for improvement.

In Malaysia, supervision is carried out by the supervising lecturer from the staff of the training college and the headmaster of the school. It consists of sitting through a lesson and evaluating it, once a week at least during the early stages and then approximately once a fortnight. The student receives an award for most lessons seen by the supervisor, and an aggregate of the awards is given as the assessment at the end of the teaching practice. Lesson notes are not always submitted by the student, but when this is done they are submitted to the supervising lecturer or headmaster.

In Nepal, the headmaster of the normal school appoints certain instructors for supervision of practice teaching, and these officers are responsible for the supervision and awarding of the grades. Approximately 20 or more lessons are supervised, the supervision being concerned with such matters as the poise of the teacher, way of presenting the lesson, method of motivation, actual presentation of the subject matter, use of instructional material, arrangement of seating of students, classroom management and control and so on. Lesson plans are submitted to the practice teaching supervisor before the lesson is given.

In the Philippines, the supervisor of student teaching and the teacher training instructor are concerned with supervision in the laboratory school, the co-operating teacher in the off-campus co-operating school. From 110-120 lessons would be supervised and the usual practice is for lesson notes to be submitted to the supervisor before the lesson.

In Thailand, the supervisor (a staff member of the college) stays in the one school where he has about 20 students. He sits in for whole lessons, each

student being supervised on about 60 occasions. In addition, the teacher also gives a grading which is used as a basis of comparison, while supervisors in each subject also move around the area. Lesson notes are submitted regularly to the supervisor.

Determination and recording of grade (Items 9 - 12)

In the Republic of China, grades are awarded in successive periods, and then calculated to obtain a grade for the course as a whole. Factors such as behaviour, manners, professional spirit and co-operation are taken into account along with actual classroom performance. A report on the practice teaching achievements of each student is furnished by the supervisor to the president of the college through the dean of student teaching. The grades are finally recorded as points on a numerical scale.

In the Republic of Korea, factors such as classroom attendance, preparation for teaching and submission of the notes of lessons are taken into account in the awarding of the respective grades, which are awarded independently on successive occasions. The supervising teacher is responsible for drawing up a written report on the student's work, which the principal submits to the dean of the teachers' college. A most elaborate rating scale (shown on the next page) is employed in the determination of the grade, which is recorded as a point on a numerical scale.

It will be noted that the student would be awarded a mark out of a possible 250 points, made up of credits for performance shown in various categories, with marks taken off for lapses such as absence from school, unpunctuality and so on. Evaluation in the columns headed "Technique of Teaching" is converted to literal grades A, B, C and D, on a guideline given by the instructor in charge. In "Class Managements", 25% of the students would be rated as superior (15 - 20 marks), 50% as average (7 - 14 marks) and 25% as inferior (0 - 6 marks).

REPUBLIC OF KOREA: RATING SCALE OF STUDENT TEACHING

Student teacher's Name ( )	Domicile The date of birth	Class under his charge ( )

Number of week					1	2	3	4	5	Total
Month										
Date										
Violation of a regulation -1 -5										
Atten-dance	Absence from school	-10	(15)							
	Late in office hour	-8	(12)							
	Leaving earlier than office hour	-6	(15)							
	Absence from class	-6	(15)							
Technique of Teaching	A plan for teaching	(10)								
	Preparation of materials	(10)								
	Use of materials	(10)								
	Introduction	(10)								
	Basic training	(10)								
	Scope of teaching material	(10)								
	Teaching method	(10)								
	Management of children	(10)								
	Cleaning sanitation	(10)								
	Morality of children	(10)								
	Blackboard writing	(10)								
	Management of school things	(10)								
	Attitude of teacher	(10)								
	Language of teacher	(10)								
	Summary of the lessons	(10)								
	Later management of teaching materials	(10)								

Specific Description	1. Demonstration of A. B. class 2. Evaluation of the lessons 3. Contents of violation of a regulation 4. Record on state of attendance	Score of class managements	Full score of 20 points

Score on record of teacher training	Full score of 40 points	Score on research	Full score of 20 points	Total	Full score of 250 points	Supervisor (teacher) signature

In Malaysia (Malaya only), every student has a special book in which the supervisor enters his remarks and award in the following form:

REPORT ON PRACTICAL TEACHING

FEDERATION OF MALAYA

School ..... State .....

Name of Student ..... College No. .....

Subject ..... Class ..... Enrolment ..... Time .....

1. Preparation ..... 2. Classroom Appearance .....

3. B. B. work ..... 4. Discipline .....

5. Speech ..... 6. General Mark for lesson .....

7. Audio Visual Aids .....

8. Remarks of Supervisor/Head Teacher .....

.....

.....

.....

.....

.....

.....

Signature Supervisor/Head Teacher

Date .....

.....

Signature Probationer Teacher

Generally no factors other than those indicated are taken into account, although a student's habitual indifference or industry would affect his later grades. At the conclusion of the period, the lecturer in charge of the supervision of the student writes a report on the prescribed form (indicated on the following page) and submits it to the senior lecturer in education.

In Nepal, the only award given is an assessment of the entire student teaching. The programme is divided into the following five divisions, and each carries a possible 20 marks (with a passing mark of 10): (a) lesson plan; (b) actual teaching; (c) class management; (d) use of instructional materials; (e) criticism - given by student teachers after observing others teaching.

MALAYSIA: REPORT ON TEACHING PRACTICE

Name of Student ..... College No. ..... Standard ....

Period of Practice ..... to ..... No. of Absences .....

Name of School ..... Class Taught .....

	Comments
1. LESSON PREPARATION	
Lesson Notes, Teaching Aids, Suitability/Accuracy, Utilization of Teaching Aids	.....
2. TEACHING TECHNIQUE	
Introduction, Presentation, Development, Ability to vary Activities without losing aim, Arouse/Maintain interest, Questioning, Use of Blackboard, Marking/Correcting, Variety	.....
3. CLASSROOM MANAGEMENT	
Discipline, Ability to Manage Routine Affairs, Knowledge of Children, Ability to Plan/ Organize a lesson, Economic use of time, Pupils' response	.....
4. PERSONAL QUALITIES	
Voice, Speech, Dependability, Initiative, Patience, Receptiveness to criticism	.....
5. ADDITIONAL COMMENTS AND RECOMMENDATIONS	
Areas of strength and weakness	.....
6. Students' Present Level of Competence	.....

A+, A, A- = Pass with Distinction B+, B, B- = Pass with Credit C+, C, C- = Pass D = Borderline E = Fail	

.....
Signature of Principal

.....
Signature of Supervisor

The final grade thus appears as a percentage. There is no other written report.

In the Philippines, grades are regarded as cumulative, the final grade being entered as a point on a numerical scale on a rating score card, drawn up by the training instructor or co-operating teacher. Factors such as lesson preparation, classroom management, command of the language of instruction, personal and social qualities and community leadership are taken into account in the award of the grade.

In Thailand, not only the situation in the classroom (such as preparation for teaching, the actual teaching, classroom management, and use of aids), but also such personal matters as attitude, bearing, health, dress, appearance, speech, co-operation, interest in the profession and general knowledge are taken into account in the award of the grade for the period of practice. No written report is drawn up, but each student is discussed at a meeting of supervisors and the grade arrived at on the evidence brought forward. Practice teaching is regarded in a similar manner to other subjects in the course and the result recorded on a five-point literal scale ranging from A-E.

Section 3

Information sought

Where "practical teaching is carried out for any period of time and no definite grade is awarded for student performance during this period", the responding institution was required to supply information requested in each of the following nine items:

1. At what stages in the course is a student required to undergo a specified period of practical teaching on which no grade is awarded?
2. How many times during a student's course of training is he required to undergo a specified period of practical teaching for which no grade is awarded?
3. Give details of respective duration of such periods, and approximate number of lessons taught in each.
4. Are the specified periods of practical teaching on which no grade is awarded carried out (a) in an on-campus laboratory school, or (b) in an off-campus co-operating school?
5. Is each period of practical teaching carried out on the one class as far as a particular student is concerned, or on different classes? How is this arranged?
6. Designation of officer or officers responsible for supervising student's work. Respective parts played by each.
7. Approximate number of lessons supervised during the period. What does this supervision involve?

8. Are notes of lessons regularly submitted by the student prior to giving the lesson? If so, to whom?

9. Is a written report furnished on the student's work during this period? If so, who is responsible for drawing it up, and who receives it? Does it take the form of a check list, rating scale or other type of appraisal schedule? If available, could copy of same be furnished herewith?

Data supplied

Institutions from the following two countries returned responses in this section: Burma, India.

In Burma, a period of one week's practice teaching is carried out at the beginning of the second term in an off-campus co-operating school, during which the student is required to teach a total of 10 lessons on different classes from grades 1-4. Lecturers, assistant lecturers and class teachers conduct the supervision, and although no written report is furnished or grade awarded a rating scale is used to record the student's performance. Lesson notes are not required to be submitted during this period.

In India, about the middle of each year (i.e. twice during the training course) a period of 1-2 weeks teaching is carried out, during which a student would teach 20-30 lessons on each occasion. Both on-campus and co-operating schools are used and a student's teaching would not be confined to the one class. Lecturers and the persons in charge of practice teaching are responsible for supervising the lessons (including checking the lesson notes) and submitting a written report to the Principal. Some institutions use a check list in this connection.

Section 4

Information sought

This section requested additional information on evaluation procedures of practical teaching as follows:

(a) Details of outside bodies or persons concerned in evaluation of practical teaching. The responding institution was required to indicate the designation and some detail of the body or person sharing responsibility with the training institution, the part played by that body or person and the part played by the training institution.

(b) Details of variations in practical teaching evaluation procedures. Where "there are variations in practical teaching evaluation procedures in the case of particular students (for example, exemption from the final test because of meritorious record or imposition of final test because of previous poor performance)", the responding institution was required to furnish particulars of students for whom practical teaching evaluation procedures are varied and details of variations in practical teaching evaluation procedures.

(c) Details of procedure for arriving at a total evaluation of practical teaching. Where "there is a final grade for practical teaching, based on performance throughout the course", the responding institution was required to indicate the method of its computation.

(d) Details of evaluation procedures for particular elements in practical teaching. The responding institution was required to give details of evaluation procedures employed for each of the following twelve items:

1. Lesson preparation (including lesson notes)
2. Classroom presentation of material
3. Classroom management and control
4. Competency in the use of the language medium of instruction
5. Special classroom techniques (testing, group teaching etc.)
6. Provision and use of audio-visual aids
7. Follow-up of lessons
8. Critical comments on lessons given
9. Compilation or collection of valuable ideas or material for use in teaching
10. Participation in co-curricular activities
11. Co-operation with colleagues and superiors
12. Professional attitude

In supplying this information, it was suggested that "evaluation procedures" could include:

(i) item included in check list, rating scale or appraisal schedule
(ii) item included in written report
(iii) weaknesses noted by supervisor and brought under notice of student as required
(iv) item not a significant feature in evaluation of student's practical teaching performance

(e) Further particulars of evaluation of practical teaching. The responding institution was asked to furnish any further particulars which it considered might be of value to the investigation. An instance could be where "any form of apprentice teaching is undertaken under the supervision of the class teacher, before independent teaching is attempted."

Data supplied

(a) *Details of outside bodies or persons concerned in evaluation of practical teaching*

Institutions from the following five countries returned responses in this sub-section: Burma, Republic of China, India, Malaysia, the Philippines.

In Burma, the respective class teachers, holders of the Primary Teachers' Certificate, assist with general supervision and comments.

In the Republic of China, a similar contribution is made by teachers in the on-campus laboratory and the off-campus elementary schools. While the

supervisors of the college are responsible for all of the supervision and grading of the course, the co-operating teachers are responsible for evaluating the teaching method, teaching aids and administrative tasks.

In India, members of the Board of Directorate of Education, or the Assessment Board appointed by the Academic Council, act as external examiners and 50%-60% of the total marks are allotted to them. The remaining 40%-50% are obtained from internal assessment, based on performance throughout the course.

In Malaysia, an officer from the state education office acts as external examiner.

In the Philippines, the co-operating teacher in the off-campus school makes the grade or rating which is first approved by the principal of the school and then by the District Supervisor.

(b) Details of variations in practical teaching evaluation procedures

The responding institution in Thailand was the only institution to return a response in this sub-section.

A student who is awarded an "E" in practical teaching is required to complete another term of practical teaching, a similar procedure to that employed in the case of a failure in an academic subject.

(c) Details of procedure for arriving at a total evaluation of practical teaching

Institutions from the following eight countries returned responses in this sub-section: Republic of China, India, Japan, Republic of Korea, Malaysia, Nepal, Thailand, the Philippines.

In the Republic of China, the total evaluation is expressed as a percentage, in which the co-operating teachers' record comprises 40%, and the supervisors' record another 40%. The remaining 20% is made up of an assessment of the student's work in such matters as teaching plan and related reference material, by both the co-operating teachers and the supervisors.

In India, the lecturers who have supervised students meet and arrive at an assessment for each student, based on performance throughout the course. This is known as internal assessment and usually comprises 40%-50% of the final award. The remaining 50%-60% is given by an external examiner. The final mark is always out of 50 or 100.

In Japan, the practical teaching committee sums up points on a rating scale, which a student has obtained in two years, and the committee gives him a verbal classification.

In the Republic of Korea, the possible score which one can earn on performance throughout the course in the laboratory school is 175 points, and in the co-operating school 75 points. The total score is the sum of the two scores.

This is converted into a literal grade as follows:

Points	Grade	Points	Grade
225-250	A	150-174	D
200-224	B	125-149	E
175-199	C	0-124	F

In Malaysia, the Principal receives the examiners' report on the test lesson, together with the supervisor's report covering the student's performance during the practice teaching period. In addition, he receives two other reports from the co-operating school.

The first of these is the "Principal's Report" on each student, consisting of a rating on a 4-point scale ("V.G., Good, Average and Poor") on each of the following sixteen points (with provision for "Remarks" in each case and "Special Comments, if any"):

1. Teacher's Personality: (a) Personal Appearance,(b) Temperament, (c) Health,(d) Voice and Speech, (e) Adaptability and Resourcefulness, (f) Co-operation with staff,(g) Honesty, Character,(h) Leadership.

2. Teaching Competence: (a) Preparation of lessons,(b) Teaching Manners,(c) Class Control and Organization,(d) Relationship with children,(e) Teaching Aids, (f) Response from children,(g) Spoken Language,(h) Attitude towards work.

The second is a "Record of Teaching Practice Assessments", containing the "School Supervisor's Assessment" and "College Supervisor's Assessment" for every lesson supervised in each of the three areas (Main Language, Second Language and Optional Subject), with additional columns for the average award granted by each of these two officers, "Child Study" and "Final Grade".

On the basis of all this information, the Principal gives the student an award at the College level on the 11-point scale as shown on page 33. The results are converted to marks on a 5-point scale for final submission to the Ministry of Education.

In Nepal, a total evaluation of a student's performance in practical teaching is made at the conclusion of his month's period of teaching in an off-campus school. The result is expressed as a percentage using the method of computation outlined in Section 2 of this chapter.

In Thailand, each student is graded A-E as a result of a meeting of supervisors.

In the Philippines, the mid-term rating carries a weighting of one-third of the total assessment, the final rating the remaining two-thirds.

(d) Details of evaluation procedures for particular elements in practical teaching

Institutions from the following eight countries returned responses in this sub-section: Burma, Republic of China, India, Republic of Korea, Malaysia, Nepal, Philippines, Thailand.

It was obvious from the replies received that the general practice is for lessons to be judged and evaluated as a whole, rather than for particular elements to be marked out for specific notation or special treatment. Certain of the items listed, however, were stated not to be significant features in the evaluation of a student's practical teaching performance in some cases. Thus No. 7 ("Follow-up of lessons") was rated as not significant in Malaysia, No. 9 ("Compilation or collection of valuable ideas or material for use in teaching") in Malaysia and Thailand, No. 10 ("Participation in co-curricular activities") in Burma and Malaysia, No. 11 ("Co-operation with colleagues and superiors") also in Burma and Malaysia, and No. 12 ("Professional attitude") in Malaysia.

(e) Further particulars of evaluation of practical teaching

Institutions from the following four countries returned responses in this section: Republic of China, India, Malaysia, Thailand.

In the Republic of China, the student teacher undertakes apprentice teaching by acting as assistant teacher, keeping the attendance register, supervising the clean-up, correcting homework, preparing teaching aids and so on, in order to understand the facilities of the school and the children.

In India, some institutions are planning to send the student to work under the supervision of the class teacher in a similar manner.

In Malaysia, in the first year, students go out to schools once a week for 5 weeks before they commence the block teaching of 2 weeks (3 year course) or 3 weeks (2 year course). They attend on a different day of the week for the first five weeks for observation, and are not required to do any actual teaching on these occasions. To guide their observation they are provided with a questionnaire designating a specific topic for each visit and points to be noted. The schedule is as follows:

First Day - Class arrangement

15 points covering such matters as desk plan, "special corners", class library, nature table, blackboards, display of teaching aids, ventilation, lighting.

Second Day - Class routine

16 points covering such matters as entrance and dismissal, distribution and collection of material, use of class monitors, grouping of pupils.

Third Day - The lesson

19 points covering such matters as aim, commencement, body and conclusion, teaching techniques, pupil participation, questioning, use of aids.

Fourth Day - Teacher/pupil relationships

18 points covering such matters as teacher's approach to class and individual children, treatment of special problems, use of rewards and punishment, pupil attitudes.

Fifth Day - Social aspects of the children

17 points covering such matters as how the children spend the interval, tuckshop or canteen behaviour, social aspects of pupil behaviour.

These "Notes for General Observation" include items demanding some penetration and insight. For instance, the last item on the questionnaire for the first day requires the construction of a list of worthwhile principles of sound classroom management, while that for the fourth day asks, "What are your views regarding punishment?"

In Thailand, the main problem in practice teaching is to obtain a sufficient number of suitable supervisors. Most teachers are non-graduates, and have not been particularly reliable.

E. CO-CURRICULAR ACTIVITIES

This chapter was to be completed by institutions in which "there are co-curricular activities, that is, activities not already included in Chapters A-D, above, but which are regarded as an essential part of the course of training", and was divided into two sections, seeking details respectively as follows:

1. Procedures for co-curricular activities which are evaluated.
2. Co-curricular activities which are not evaluated in any way.

Particulars of information sought and data supplied in this section were as follows:

Section 1

Information sought

Where "there are co-curricular activities which are evaluated in any way", the responding institution was asked to complete a table drawn up under the following headings:

I. List of co-curricular activities for which some sort of evaluation is made
II. Evaluation procedure employed
III. Designation of person or body undertaking the evaluation
IV. Method of recording the evaluation
V. The purposes served by such evaluation

It was suggested that "in this table, 'evaluation procedure employed' could include (a) Cumulative Record, (b) Check List, (c) Rating Scale, or (d) Other (with details)."

Data supplied

Institutions from the following four countries returned responses in this section: Republic of China, Malaysia, Nepal, the Philippines.

In the Republic of China, 50% of co-curricular activities have been put into the list of subjects to be evaluated, including such items as service, leadership, manners and so on. A combination of evaluation procedures is employed by the officers concerned, namely the director of the institution, the head of the group, the conductor of the student centre and the dean of students. The evaluation, based on personal information, is recorded according to the schedule.

In Malaysia, sport, cultural, literary and practical activities along with "Organization" are regarded as factors in training and personal development. They are given a literal grade by the lecturer-in-charge, and this forms part of the student's cumulative record.

In Nepal, co-curricular activities (formerly termed "personal development") are classed as one subject, in which the student must pass as in any other field. It includes community service and cultural activities of many kinds. While no written examination is set, the subject is assessed by the instructors in the various branches by subjective assessment. The final result is recorded on the total mark sheet as a percentage.

In the Philippines, student activities such as community living, cultural activities, literary activities, games and sport and club activities (including beautifying the hostel and the campus) are observed by the staff of the training institution and recorded in terms of the quality of performance, attitude and attendance. Different methods of assessment are employed, including assignment marks, a four-point scale (excellent, good, average, poor) and monthly records. By this means the all-round development of the student can be judged.

Section 2

Information sought

Where "there are co-curricular activities, which are not evaluated in any way," the responding institution was asked to furnish details.

Data supplied

Institutions from the following five countries returned responses in this section: Burma, Iran, Republic of Korea, the Philippines, Thailand.

In Burma, co-curricular activities required but not assessed comprise academic club activities, cleaning the school buildings and compounds, repairs.

In Iran, a number of clubs conduct their own activities which are not assessed in any way. Among these are the literature club, the library club, the music club, the dramatic club, the journalism club and sports club.

In the Republic of Korea, each student is required to participate in at least one co-curricular activity, organized under the student council. The following receive the main support: sport (football, basket ball, volley ball, tennis, table tennis, badminton, heavy gymnastics), dancing, chorus, fine arts, home economics, library management, publishing a newspaper. The various groups conduct their affairs approximately once a week on an average, but without proper financial support their activities are limited a great deal.

In the Philippines, non-evaluated co-curricular activities include: student government officership, running the school paper, girl scouting and boy scouting, music and folk dancing, dramatics, athletics.

In Thailand, each student pays 50 baht (about U.S. $2.42) per year to support about twenty clubs of various kinds, such as drama, singing, dancing, English, sports, photography.

F. PERSONAL QUALITIES

This chapter was to be completed by institutions in which "personal qualities are evaluated at any stage", and was divided into two sections, seeking details of procedure respectively as follows:

1. where an evaluation of personal qualities is undertaken with respect to all students.
2. where an evaluation of personal qualities is undertaken in special circumstances only.

Particulars of information sought and data supplied in this section were as follows:

Section 1

Information sought

Where "personal qualities are evaluated at any stage with respect to all students, as a matter of general policy", the responding institution was requested to complete a table drawn up under the following headings:

I. Personal qualities evaluated as a matter of routine
II. Officer undertaking the evaluation
III. Evaluation procedures employed
IV. Method of recording
V. Purposes served by such evaluation

It was suggested that "in this table, 'evaluation procedures employed' could include (a) Check List, (b) Rating Scale, (c) Personal interview (with details), (d) Observation, (e) Other. 'Method of recording' could include (a) Cumulative Record, (b) Check List, (c) Written Report, (d) Other."

Data supplied

Institutions from the following five countries returned responses in this section: Burma, Republic of China, India, Republic of Korea, Malaysia.

In Burma, an evaluation of personal qualities is undertaken once a year by the heads of department concerned. Literal grades are given on such matters as health, social traits, character, intellectual development, academic qualification. This provides information for the heads of schools.

In the Republic of China, qualities such as behaviour, good manners, legality, good habits, service and leadership are a matter of daily observation and routine recording, with a final evaluation to be carried out two weeks before the end of the semester. Officers concerned are the homeroom teacher, deans of the section of students and other related staff. There are certain percentages for each item to be recorded and these are used for the purposes of encouragement, adjustment and the development of the qualities laid down.

In India, traits such as sociability, regularity, behaviour, sense of duty and honesty are observed by the staff of the training institution and discussed in staff meetings in order that a clear picture may be obtained of each student. This helps in maintaining the cumulative record.

In the Republic of Korea, the student's conduct in and out of school is observed by the counsellor and dean of the teachers' college. This is entered on the cumulative record and used for the purposes of guidance and counselling.

In Malaysia, qualities such as speech, interest, conscientiousness, enthusiasm, leadership, competence, intra-personal relationships and potentialities are ascertained by the group leader as well as the personal tutor/supervisor through personal interview and observation. This is recorded on the cumulative record card and used for the purpose of guidance along with remedial and developmental instruction.

Section 2

Information sought

Where "a particular evaluation of personal qualities of a student is made at any stage because of special circumstances, such as examination failure, poor practical teaching performance or reported misdemeanour", the responding institution was requested to complete a table drawn up under the following headings:

1. Special circumstances involved
2. Personal qualities evaluated under such circumstances
3. Evaluation procedures employed
4. Method of recording
5. Purposes served by such evaluation

Data supplied

Institutions from the following four countries returned responses in this part: Republic of Korea, Nepal, the Philippines, Thailand.

In the Republic of Korea, an assessment of personal qualities is undertaken by means of counselling in cases of examination failure or a student with problems.

In Nepal, where instances of gross immorality, indiscipline or a communicable disease are reported or come under notice, the student may either be given a warning or expelled by the Headmaster.

In the Philippines, cases of poor scholarship as shown in the ratings, reported misdemeanour or frequent absences or tardiness result in an interview or the application of specially prepared assessment tools or instruments covering the particular instance. This is recorded on the student's personal file, the purpose being to improve the scholarship, attitude, behaviour or work habits of the individual as the case may be.

In Thailand, on observation or report of a student misbehaviour or moral lapse, the matter is dealt with by the dean and referred to the President. This is entered in the student's record and in serious cases is brought under the notice of the Ministry with a view to possible expulsion. This latter rarely happens, however, as the student usually resigns before such decision is announced.

G. TOTAL EVALUATION OF A STUDENT

This chapter was to be completed by institutions in which "a total evaluation is made of a student at any stage." Particulars of information sought and data supplied in this chapter were as follows:

Information sought

Where "a total evaluation is made of a student at any stage", the responding institution was to supply information requested in each of the following five items:

1. At what stages in the course is a total evaluation made of a student?
2. How many such evaluations, therefore, are made of a student during his course of training?
3. Indicate method of computation in arriving at this total evaluation. What are the respective weightings given to (a) examination results, (b) practice teaching performance, (c) participation in co-curricular activities, (d) personal qualities and (e) other factors? Do any of these elements remain as distinct units in the total evaluation?
4. How is this total evaluation expressed:

   (a) a point on a numerical scale?
   (b) a percentage?
   (c) a literal grade?
   (d) a verbal classification?
   (e) other (give details)?

5. Of what significance to the student is a total evaluation made:

   (a) at specified stages during his course?
   (b) at the conclusion of his course?

Data supplied

Institutions from the following seven countries returned responses in this chapter: Republic of China, India, Republic of Korea, Malaysia, Nepal, the Philippines, Thailand.

In the Republic of China, a total evaluation of the student is made at the conclusion of the course at the graduation examination. Assessments of examination results in the course subjects and practical teaching are combined according to the following pattern: Examination results carry a weighting of 85%, 90.6% or 88.6% depending on whether the course is for 3 years, 5 years or 1 year. The respective allocations for practical teaching are 15%, 9.4% and 11.4%.

Behaviour, Physical Education and Military Training are also taken into account. The final result is expressed as a point on a numerical scale.

In India, theory papers, craft activities, community living and practice teaching remain as distinct units in the total evaluation which is made at the end of the course at the final examinations. Theory papers carry 100 marks in each case. Craft activities are judged on practical tests, while the assessment of community living is internal on the basis of regular evaluation. The award for practice teaching is determined by test lessons supplemented by internal assessment. The results in each case are recorded as percentages and converted to grades according to the following schedules:

(a) for theory papers

36% - 44% ..... Division III
45% - 59% ..... Division II
60% and above ..... Division I

(b) for craft, community living, practice teaching

50% - 59% ..... Division III
60% - 69% ..... Division II
70% and over ..... Division I

Diplomas or certificates are awarded on successful completion of the course.

In the Republic of Korea, a total evaluation is carried out at the end of each school year, i.e., twice during the course. The scores earned by a student in all of the subjects are computed by adding, examination results and assignments being equally weighted. The total evaluation is simply the average of these scores. The result of the total evaluation is expressed as a point on a 5 point numerical scale. In order to advance to the upper grade (at the end of the first year) or to graduate (at the end of the second year) the average score should be 1.5 points and the total units finished 110. A student who has failed to advance to the upper grade at the end of first year is required to study the c courses again, while one who has failed at the end of the second year is required to repeat all the courses. A student who has failed twice in his course of training is omitted from enrolment.

In Malaysia, an assessment of the student as a whole is made at the end of every college term, i.e. approximately every four months, or 5 times in a two year course or 8 times in a three year course. Examination results, practical teaching, conduct and extra-mural activities are all recorded as distinct units, being entered in the cumulative record (termed "Confidential Report") of each student. This is a 15" x 10" card, folded down the middle, allowing for the relevant information to be entered on four sides of a 7 1/2" x 10" card under appropriate headings. In the space provided for "General Remarks", the Group Lecturer makes a few pertinent remarks to give an overall picture of the student. A point on a numerical scale is used for examinations, a percentage for

attendance, a literal grade for course work and a verbal classification to describe students' extra-curricular activities and personal qualities.

The cumulative record is confidential and not shown to the student, but is used:

(a) to keep a check on his progress
(b) to indicate to him his areas of strengths and weaknesses
(c) to provide the Ministry with information of weak or unsuccessful students at the final examinations. General failure involves repetition of the whole year.

In Nepal, a General Education Certificate is given at the end of the first year of the two-year course and a formal assessment at the conclusion. As has already been indicated, there are eight monthly tests and two examinations: half-yearly and yearly. In all, 450 marks are allotted for the written examinations (comprising 100 for professional education and 50 each for the seven teaching methods), while practice teaching carries 100 marks (20 for each of five elements) and co-curricular another 50, making a total of 600 possible marks. Those who score 50% (300-449) of the total are declared to have passed and those who secure 75% (450) or above have passed with distinction.

In the Philippines, where the semestral-unit system operates, a total evaluation is made on successful completion, when an aggregate of all units earned is calculated. During the course, however, there is a ranking procedure by which recognition is given to individual students for the purposes of scholarship awards, which progressively carry full or partial free tuition for the respective semesters. As has been indicated, grades are expressed on a numerical scale 1-5, and the average determines the overall achievement of the student at any stage. Graduates are ranked on the basis of the weighted averages of their ratings in the courses by semester. This determines the "honours awards" and the results are also sent to division superintendents in the service area, to be used as a general basis for determining priorities for appointment purposes. Participation in co-curricular activities are either integrated in particular courses (for instance, dramatics and forensics could be considered as a portion of English), or remain as distinct units in the total evaluation, in which the outstanding students are given certificates of recognition.

In Thailand, grade points (on a 5 point scale 0-4) are calculated for every subject for each of the 12 terms of the four-year course, and totalled at the end of the period. The average for each term gives the grading for the term and if a person is below a "C" (2 points) on the average he has to repeat. If below 1.5 he has to resign.

H. ADDITIONAL INFORMATION

This chapter was to be completed by institutions with regard to which "there is any information which has not been covered in the above chapters" which it considered might be of value to the investigation. Particulars of information sought and data supplied in this chapter were as follows:

Information sought

It was suggested that the responding institution "may care to make some evaluation of the above procedures, indicating, on the one hand, those which appear to be operating satisfactorily, and on the other hand, those in which modification or change is contemplated or considered desirable. Details of present trends in existing procedures, as well as strengths and weaknesses, would also be appreciated."

Data supplied

Institutions from the following three countries returned responses in this chapter: Republic of China, Malaysia, Thailand.

In the Republic of China, for the requirement of reaching the level of an elementary school teacher, an evaluation card has been designed which can be used for five years, on which there are three items, namely, (a) written examination, (b) skill test, (c) work activities.

Under the first item there are sub-items as follows:

1. The use of phonic signs in teaching
2. The skill of correcting pupil's homework
3. The teaching of abstract materials in each subject
4. Taking notes and abacus
5. Applied writing and documents
6. Teaching plan and evaluation
7. The edition of test and its recording

Under the second item there are sub-items as follows:

1. Telling 60 stories or anecdotes
2. Board writing
3. Writing of stencil paper and carbon paper, and mimeograph
4. Playing organ and singing 50 children's songs
5. Directing morning exercise and being judge in any match
6. The use of audio-visual teaching aids
7. Directing 50 children's games
8. Morning physical examination and first aid
9. 50 simple science experiments

Under the third item there are sub-items as follows:

1. Observing and recording children's behaviour
2. Making of teaching aids
3. Sponsoring of small athletic meeting, concert, exhibition and demonstration
4. Keeping of facilities and books
5. Decorating teaching surroundings
6. Treating of class affairs
7. Comminity survey

In Malaysia, it was projected at the time of the survey that final-year students would not be examined in practical teaching unless their regular performance had been unsatisfactory. The Principal and Senior Lecturer in Education would decide on the cases to be examined, and students who had been performing satisfactorily at that stage would not be examined further.

In Thailand, it has been proposed that the minimum grade of 1.5 for a student to retain his enrolment be raised to 1.75 in order to upgrade the quality of the training.